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## ABSTRACT

A guide on foreign languages is presented for counselors, administrators, teachers, and parents. An introductory section discusses reasons for foreign language study, college entrance or exit requirements, foreign language and SAT scores, careers that use foreign languages, myths about learning foreign languages, and information about French, German, Latin, Russian, and Spanish. Also discussed are: (1) the number of people who speak the major foreign languages of the world as estimated in 1978, (2) opportunities to experience real and simulated foreign language atmospheres, (3) suggested program planning for junior high students, and (4) foreign language planning for college. A chart summarizes what research studies show about foreign languages and the following basics: English vocabulary, reading skills, transfer, self-concept, cultural enrichment, creativity, and communication skills. A quick test for determining probable success for learning a foreign language is also included. (SW)

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• A C C E N T

ON

FOREIGN LANGUAGE

A GUIDEBOOK FOR COUNSELORS, ADMINISTRATORS, TEACHERS, PARENTS, etc.

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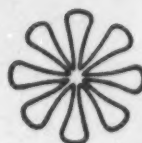
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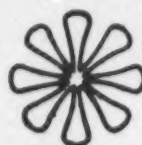
November 1978

SEMS NO. 0045-052100

## **DID YOU KNOW .....**



**Yes, the world is getting smaller!**



**—a trip across the Atlantic took 17½ hours in 1947 compared to 3½ hours today?**



**—only 900,000 overseas telephone calls were made in 1950 compared to 60,636,000 in 1975?**



**—only 651,000 Americans traveled overseas in 1950 compared to 6,263,000 in 1975; or that only 288,000 foreigners visited the United States in 1950 compared to 3,700,000 in 1975?**



**—only 40,700 foreign students studied in the United States in 1955 compared to 203,068 in 1977; or that only 9,900 United States students studied abroad in 1955 compared to 34,200 in 1977?**

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#### NOTE FROM THE AUTHORS

This booklet is written primarily as an aid to parents, counselors, teachers and administrators who are involved with helping students make wise decisions in educational and career planning. The authors have avoided extensive technical data and linguistic theory in an effort to create a practical, interesting and informative guide.

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## INTRODUCTION

In today's world with only seven percent (7%) of the population speaking English as the primary language, we could do the American student a great service by removing him from monolingualistic isolation. Many foreign countries do teach English as the second language. The astounding fact remains that the United States, with all its international trade and political influence, has fewer bilingual citizens than any other nationality in the world's mainstream of international cooperation. Considering our world wide involvement, familiarity with other languages and cultures places us at an increasing advantage in our attempts to communicate internationally. The English language is not an adequate bridge of communication with other peoples. We need to build better bridges.



93% OF THE WORLD DOES NOT SPEAK ENGLISH NATIVELY

We must be aware that the ability to communicate with the world, not just within our own boundaries (remember, only 7%), is of utmost importance. Who can predict at this time what our students' careers or lifestyles will require of them in five, ten or twenty years? We must give them every possible advantage now to provide a broad base upon which to build their futures. Even a minimal acquaintance with another language is vital if they are to function as educated persons, aware of the world and able to move comfortably within it.

Traditionally, one of the primary reasons for the study of a foreign language at the secondary level was to enable the student to acquire enough language to fulfill the customary two year foreign language entrance requirement of many of our colleges and universities.

During the latter part of the '60s and the first part of the '70s there seemed to be a trend to discontinue this requirement, and in fact many smaller colleges and universities who found themselves competing for students did so in an attempt to attract more students to their campuses by lowering their entrance requirements. Recent surveys show that this trend is reversing itself, and that the number of colleges and universities actually dropping a foreign language requirement was not as great as first thought. A survey conducted by the Modern Language Association in 1974 and a more recent one conducted by a group of foreign language education graduate students, under the direction of



\*

80% OF THE MAJOR COLLEGES .....

Dr. Frederick L. Jenks at the Florida State University, indicate that at least 80% of the major colleges and universities in the United States still have either an entrance or exit foreign language requirement.\* These requirements range from a two to three year study of a foreign language for college graduation. The "exit" or graduation foreign language requirement should not be overlooked, and all students considering a college education should be made aware of this. The University of Colorado has such a requirement. Officials of that university would much rather have the student complete the necessary units of foreign language before applying for admission. They will admit students to the school of Arts and Sciences who have not studied a foreign language; however, the student is then required to complete three semesters of a foreign language before graduation. For the student not planning to major in a foreign language at the college level, this can represent an avoidable inconvenience. It should also be noted that many colleges and universities across the country are presently reinstating or considering reinstatement of a foreign language requirement.

\* Will be available for perusal from the foreign language office.

Aside from the importance of foreign language study for the fulfillment of college entrance requirements, there are other benefits that are possibly even more important. Studies are showing that students with a background in foreign language are scoring higher on the language usage section of the SAT exams and that they generally achieve higher in their academic subjects once they have been admitted to college. The student's ability to communicate more effectively in his own language is definitely enhanced by his study of a foreign language. At a time when educators are concerned with the "back-to-the-basics" movement because our young people cannot read, write or speak properly it would appear that the study of a foreign language can and should play a major role in helping our youth to accelerate communicative skills. Therefore, a language should be one course that all students be encouraged to take at the secondary level, including those who are preparing to enter the world of work from either a vocational school or their own high schools. A secretary, mechanic or practical nurse, for instance, in this particular geographical area who has speaking and writing skills in Spanish not only will find more jobs available but will also discover greater opportunities for advancement.



Other trends at the institutions of higher learning would indicate that while not all may require the study of a foreign language, the majority are encouraging a bilingual and/or bicultural experience on the part of each student prior to graduation. No matter how trite it may seem, the "world is getting smaller", and for a person to survive effectively today he must be in tune with this shrinking globe. Another aspect to consider is that while some colleges may not have a foreign language requirement for entrance or exit, they often offer programs that require a certain language competency before the student will be allowed to graduate from that program. Some of these would be programs in bilingual-bicultural education, bilingual nursing and bilingual business and law.

The value of foreign language study is rarely questioned by professors at the university level, regardless of specialization. Students with prior foreign language study do perform better, not because they are necessarily more intelligent, but because they have better insights into the functioning of their own language and culture via their study of a foreign language. If we as educators are truly interested in educating our youth to cope with today's problems, then we must see that they are equipped with the necessary knowledge and skills that will enable them to function effectively in today's world. The study of a foreign language is essential in preparing the student to face this challenge.

In a national survey of multinational corporation, there was an indication that they do recruit people with formal language training (those trained in high schools and colleges). When these firms were asked which languages were most needed, the response indicated the following priorities:

- 1) Spanish    2) French    3) German    4) Portuguese    5) Italian
- 6) Japanese    7) Arabic    8) Russian    9) Chinese    10) Indonesian



Fortune Magazine polled the 500 largest corporations which have both national and international operations as to which fields of study combine with foreign language to improve the likelihood of employment. Their responses showed the following categories in combination with foreign language, rated in the following sequence of importance:

- |                                       |                       |                       |
|---------------------------------------|-----------------------|-----------------------|
| 1. Business Adm./Mgt.                 | 8. Economics          | 15. Statistics        |
| 2. Marketing/Sales                    | 9. Data Processing    | 16. Journalism        |
| 3. Engineering                        | 10. Law               | 17. Public Relations  |
| 4. Finance                            | 11. Advertising       | 18. Psychology        |
| 5. Accounting                         | 12. Communications    | 19. Sociology         |
| 6. Secretary/Clerical                 | 13. Library Skills    | 20. Political Science |
| 7. International Relations and Travel | 14. Civil Engineering | 21. Fine Arts         |

A recent study by the Division of Manpower Development and Training in the United States Office of Education identified 25,000 jobs in the federal government, not including the Department of Defense and the Central Intelligence Agency, in which foreign language skills were required. The same survey showed that 1,380 American business firms which responded to the questionnaire had a total of 60,000 jobs requiring knowledge of foreign languages, with the number of such positions on the increase, while the number of schools and colleges which offered the necessary preparation continued to shrink.

Below are listed a summary of language-designated positions by Agency of the United States Government:

- United States Information Agency
- Peace Corps
- National Parks
- Department of Justice
- Foreign Service
- Department of Commerce
- Agency of International Development
- Military
- Journal of Publications
- Library of Congress
- Customs Service
- United Nations (U.S. employees assigned to United Nations Missions)
- Department of Agriculture
- Inter-American Agency
- Patent Office
- Census Bureau



# *Professor dispels myths of learning foreign language*

## **To the Editor:**

All arguments against teaching, learning and requiring foreign languages at American schools are based fundamentally on three common myths.

### **Myth No. 1**

Americans do not need to learn foreign languages.

#### **Truth:**

Americans do need to learn foreign languages, now more than at any time in history, and many of them should be familiar with two, three or more, especially those dealing in the social sciences.

The present American generation cannot follow the obsolete route of previous generations. The so-called ugly American, the self-satisfied monolingual provincialist who speaks only his language and has an intimate relation with only his civilization, is completely out of place in the modern world. His success or even his survival in a difficult and shrinking world may depend solely upon his friendship with other nations, especially with those which are known for their ambition and aggressiveness. A working knowledge of other nation's languages and civilizations is a definite prerequisite for international cooperation and peace.

### **Myth No. 2:**

Foreign languages are difficult study.

#### **Truth:**

Learning foreign languages is as easy as any other subject. It is interesting, intriguing, meaningful and fun.

I have had the privilege to teach foreign languages in the United States for twenty years and have testimonies underlining this truth from hundreds of students at all levels of study. The argument that learning foreign languages is difficult represents a direct insult to the intelligence of young Americans. Foreign languages are taught throughout the entire

world, including nation\* regarded as "underprivileged". Americans are believed to be the leaders of the world, an intelligent, relaxed and talented nation.

### **Myth No. 3:**

Young Americans cannot learn foreign languages, because they have not mastered their own language yet.

#### **Truth:**

On the contrary, young Americans should study foreign languages, because it would help them to master the English language.

An innocent idea it is indeed to suggest that instead of studying a foreign language at American institutions of higher learning, students should take another course in English! What hope do young Americans have to master their native language in one more course when they have been unable to learn it in the thirteen years of elementary, high school and college studies? What difference could another course in literary English possibly make? Experience has taught me that, without exception, Americans learn English through the studies of a foreign language and gain better understanding of America by studying another civilization.

#### **Conclusion:**

Young Americans are being hurt by these prevalent myths about foreign language studies. Young men and women of this great country deserve a straightforward insight into their educational needs and we, teachers, should give them the best guidance for their future. Teaching is not just a profession, it is a service and a mission.

**Libor Brom**

**Associate Professor**

**Coordinator**

**Russian Area Studies Program**

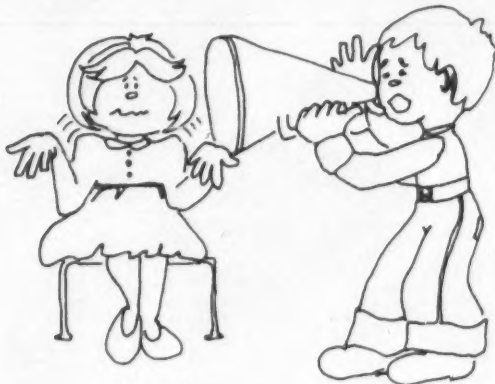
...In addition to Dr. Brom's contributions, here are a few more myths and facts.

MYTH: "STUDENTS WITH A 'C' AVERAGE OR BELOW SHOULD BE CAUTIONED ABOUT ENROLLING IN BEGINNING FOREIGN LANGUAGE."

TRUTH: All students deserve a chance to begin a foreign language course; the experience itself is the best gauge of aptitudes. Through foreign language study many students actually improve study habits, English language skills and general cultural awareness. Failure in a beginning class of language is very rare. A student usually fails only if no effort is shown. After the first year the foreign language teacher will work with the counselor and advise the student regarding further study.

MYTH: "IF YOU SPEAK ENGLISH SLOWER AND LOUDER, THEY'LL UNDERSTAND."

TRUTH: Patently ignorant! Some Americans have been following this notion for years, making themselves appear ridiculous while insulting the intelligence of the other person.



MYTH: "EVERYONE YOU MEET IN FOREIGN COUNTRIES SPEAKS ENGLISH."

TRUTH: How about the many you couldn't meet because you couldn't speak their language? True, English is a popular foreign language in many foreign countries. But this myth might really reveal the feeling that "I'm too dumb, busy or lazy to learn another language, so let them make the effort to learn mine."

The traveling monolingual is restricted to the main roads, the more expensive hotels and restaurants. The bilingual

American is free and comfortable in moving off the beaten path. The monolingual businessman or statesman is at the mercy of translators. An adage "to sell you must speak the buyer's language" applies to the car salesman in Denver as well as the international tradesman. Consider for a moment the kaleidoscope of imports from all parts of the world; for each imported (or exported) item, from a car to a kitchen tool, many people along the line had to be bilingual, otherwise the transaction could not have been made. The people who know languages and cultures have the negotiable advantage.

MYTH: "THERE IS NO FORESEEABLE NEED FOR ME TO LEARN A FOREIGN LANGUAGE."

TRUTH: Intercultural communications between Americans and other people have accelerated at a dizzying rate since World War II. At this point every American's life is affected by foreign cultures. Personal contacts with foreign people in almost every career is projected to multiply many times in the future. International flights double every few years; you can dial directly to most parts of Europe and this hemisphere; employment ads in metropolitan newspapers increasingly announce as part of the job description, a need for a working knowledge of another language. It is foreseeable that Americans, like the people of Europe, are moving toward an international society in which cross-cultural communications will be essential in almost every walk of life.

MYTH: "SINCE EVERYTHING IS TRANSLATED INTO ENGLISH, RESEARCHERS DON'T NEED TO LEARN FOREIGN LANGUAGES."

TRUTH: Many universities, companies and government agencies employ scholar-linguists to translate the volumes of research that have never been published in English. The application of information available from foreign journals might save the United States fortunes - or possibly make a fortune for the researcher! For example, the Soviet Union and eastern block nations published over 30% of the world's scientific literature, yet most of it remains in the original slavic languages. One such scholar-translator at the Colorado School of Mines searches foreign journals only for information on oil shale developments. He must bypass translation of hundreds of other scientific projects conducted abroad, projects often being redone in this country at a cost of millions of wasted dollars.

MYTH: "LEARNING ONLY ONE LANGUAGE IS OF LITTLE VALUE SINCE THE WORLD IS COVERED WITH THOUSANDS OF LANGUAGE GROUPS."

TRUTH: The learning of any other major language opens up a wide geographic area in which the speaker can function more freely. Knowing Russian opens an area almost triple the size of the continental United States. The knowledge of Spanish opens up the Caribbean, Mexico and Central America and most of South America in addition to Spain. French and German are prestigious and widely spoken far beyond the borders of France and Germany.

Having learned a second language greatly facilitates the learning of yet another. The first foreign language to be mastered is always the most difficult since it is the initial experience with a new culture and different sound and a different structure format. As subsequent languages are learned, the first foreign language becomes the term of reference rather than English.

MYTH: "SINCE I PROBABLY WON'T HAVE ANY CONTACT WITH FOREIGN PEOPLE A WORKING KNOWLEDGE OF ANOTHER LANGUAGE WOULD HAVE NO VALUE."

TRUTH: Exchanging ideas directly in another language is, of course, rewarding. Like learning to play a musical instrument has private rewards beyond being "on stage," so the knowledge of another language, even in linguistic isolation, can be a fun and informative hobby. Listen to the short-wave radio for the babble of languages on all bands. Hear and read the news from another culture's point of view. Read literature in the original, etc. These are personal and private rewards of knowing another language.

MYTH: "I CAN LEARN A LANGUAGE LATER IF I NEED ONE."

TRUTH: Both research and personal experiences verify that the older you are the more difficult it becomes to master another language, especially the spoken language. Infants acquire their native language with relative ease. Elementary language instruction proceeds at phenomenal speed. Most adult learners struggle against ingrained cultural and linguistic interferences.

Remember that beginning a course of language study in college adds hundreds of dollars of tuition fees. Individuals who discover later in life that they need a language as part of their job must enroll in tutorial schools such as Berlitz, which, while effective, are expensive, and require much time. Junior and senior high school language instruction sets a useable base and valuable insurance for the future.

MYTH: "LATIN IS A DEAD LANGUAGE."

TRUTH: Western European languages are deeply rooted in Latin construction and vocabulary. Spanish, French, Portuguese and Italian are direct descendants; but even English entomologically traces 80% of its vocabulary to Latin parentage, and hence the study of Latin provides powerful insights into the English language and a richness toward its application. To remove Latin from English would leave us in virtual silence.

Classical Latin ceased to be a language of a living society at the beginning of the 5th century. Societal means of communication continued as an international language, especially at European universities beyond the renaissance and in academic pockets of the western world well into the 19th century. Because of its longevity within the world of scholars, it has contributed far beyond the high points of its own civilization. It remains today a dominant force for the vocabulary (or ideas) in the physical sciences, law and the humanities.

MYTH: "FOREIGNERS WHO VISIT THE UNITED STATES SHOULD BE REQUIRED TO SPEAK ENGLISH."

TRUTH: Most foreign people do know or learn English before coming to the U.S.A. They want to visit the wonders of the "new world" but they've heard about our language isolation.

Surveys from the U. S. Travel Services abroad indicate that many non-English speakers are reluctant to visit the United States because the nation is not geared to hospitality in other languages. Hotels, airports, restaurants and large stores, at least in major cities and tourist areas, need personnel who can interpret. The potential for shifting the tourist balance of trade is in the billions of dollars.



Per diem  
Ad hoc  
Ad nauseum  
De facto  
Post mortem  
Alma mater  
Bona fide  
Per se  
Etcetera!

Dead language?



# FRENCH

WHAT IT'S ALL ABOUT....

French is second only to English as an international language. It is the native tongue of about 110 million people in France, Belgium, Western Switzerland, the Eastern Canadian Provinces and the Republic of Haiti.

More than 100 million people live in the old French colonial empire, and of these perhaps a third use French regularly for business and social functions in North and West Africa, Madagascar, Indo China, French Guiana and numerous Pacific and Caribbean islands. It is a major language in parts of Asia, the near East, Central and South America where a large portion of educated people have learned it. In North America it has been one of the leading modern languages to be studied in high schools and colleges. French shares with English the international role of the "other" language of people who engage in international business, travel and diplomacy.

France is geographically at the crossroads of Europe. During the past four centuries her language and culture have become interwoven with the dozens of other cultures throughout the world so that the French language can be heard at almost all major world crossroads. As citizens of a nation with deep international involvements, it is incumbent on Americans to speak foreign languages, and French is unquestionably a powerful instrument for peace through communication.

The student who looks toward a career dealing with the arts, humanities or diplomacy needs French for perspective. It is known as the language of gastronomy, high fashion, music and art; but it is emerging as a major language of science. The French-English bilingual has access to a much greater portion of the world and its careers.



It is estimated that native speakers of German, in one form or another, total almost 135,000, primarily in east and west Germany, Austria and parts of Switzerland. In addition, there are tens of thousands of native German speakers around the world.

German has such a close relationship to Dutch, Flemish, Swedish, Norwegian, Danish and many other Germanic languages that the German speaker can usually function with minor difficulty within those other language areas as well.

The very industrious Germanic people have risen to dominate Europe's economy, boasting its highest standard of living. Their trade and investments are worldwide, mainly in large and small manufactured goods. Science and scientific research are vital for this industrialized society, and so the student projecting a career toward science, international trade and industry would find the knowledge of German most profitable.

Philosophy and the arts are enjoying a resurgence in modern Germany; and of course, the German heritage in music, art, law, literature, theology and political thought have had worldwide influence.

# Latin



WHAT IT'S ALL ABOUT....

A knowledge of Latin is the sine qua non for either the scholar of western civilization or the student of language per se.

For the student whose career may require precise and effective writing or speaking, the knowledge of Latin provides incalculable insights into the workings of English and it develops an English writing style based on Latin and characterized by accuracy and organized development of thought.

Since the greatest part of the English language is traceable to Latin origins, the potential for vocabulary building is almost limitless.

Advanced Latin permits the student to explore, in the original language, the thinking of Virgil, Cicero, Julius Caesar and other giants from one of the greatest regimes in the history of western man.

So for what careers would Latin be valuable? - for law, medicine (and other sciences), writing and history.



# RUSSIAN

## WHAT IT'S ALL ABOUT....

Russian is spoken by 240 million people in the Soviet Union. It ranks with English and Chinese as one of the three major world languages and has many similarities to other

European languages. Russian is really no harder than other languages when studied on a day to day basis. Some things are easier in Russian. Spelling is actually easier in Russian than in French or English since the spoken language conforms exactly to the written form.

Experts are needed by our government to conduct international relations for the State Department, United Nations, etc. The political, social and economic problems of today demand constant communication with an understanding of the Russian government. We need to read what Soviets are doing in math, physics, space exploration, etc. Russian is now more important than French and German in science. The U.S.S.R. produces over one fourth of the world's science literature.

We need to know Russian for growth in trade, and for cultural, educational and tourist contacts with the U.S.S.R. Russia has much to offer in history, philosophy, art, music and imaginative literature. Much of its cultural heritage can be reached only through ability to read and understand the Russian language.

Whatever your career goals may be, journalist, scientist, engineer or diplomat, your future will be brighter if you know Russian. America will always need Russian experts.

# SPANISH

## WHAT IT'S ALL ABOUT....

Altogether about 240 million people speak Spanish on four continents; but the fact is that Spanish is the other language of our nation. In the U.S.A. it can hardly be called a "foreign" language. Colorado, from its name and its history to its current census, is also a Spanish speaking state.

Latin America begins here, not one thousand miles south, at the "border." Whether people feel comfortable with the fact or not, our major cities are now English and Spanish speaking. New York, Miami, New Orleans, San Antonio, Tucson, Los Angeles, Chicago - even Greeley and Scottsbluff...these are now two-language places.

America's involvement with Latin America, both culturally and economically, has been historically identified from the Monroe Doctrine to the Alliance for Progress. American companies proliferate throughout Central and South America and the Caribbean. Tens of thousands of Americans live and work south of the border with raw material ranging from Venezuelan oil to Chilean copper. Many thousands more enjoy excellent careers and life styles with familiar American companies, such as Kellogg, General Motors, I.T.&T., Proctor & Gamble, et al.

Spanish is so closely related to Portuguese and Italian that the Spanish speaker can learn easily to function in those other language areas as well.

The student projecting a career in international political relations, trade, business, politics or travel will profit from a knowledge of Spanish.



# PRINCIPAL FOREIGN LANGUAGES OF THE WORLD 1978 ESTIMATES

|                                |                    |
|--------------------------------|--------------------|
| ARABIC . . . . .               | 134 MILLION PEOPLE |
| BENGALI (INDIA, BANGLADESH). . | 131 MILLION PEOPLE |
| CANTONESE (CHINA). . . . .     | 50 MILLION PEOPLE  |
| • FRENCH . . . . .             | 110 MILLION PEOPLE |
| • GERMAN . . . . .             | 135 MILLION PEOPLE |
| HINDI . . . . .                | 220 MILLION PEOPLE |
| ITALIAN. . . . .               | 70 MILLION PEOPLE  |
| JAPANESE . . . . .             | 120 MILLION PEOPLE |
| • KOREAN . . . . .             | 60 MILLION PEOPLE  |
| MALAY - INDONESIAN . . . . .   | 108 MILLION PEOPLE |
| MANDARIN CHINESE . . . . .     | 700 MILLION PEOPLE |
| PORTUGUESE . . . . .           | 145 MILLION PEOPLE |
| • RUSSIAN. . . . .             | 255 MILLION PEOPLE |
| • SPANISH . . . . .            | 240 MILLION PEOPLE |
| TAMIL (INDIA). . . . .         | 62 MILLION PEOPLE  |
| TELUGU (INDIA) . . . . .       | 61 MILLION PEOPLE  |
| URDU (PAKISTAN, INDIA) . . . . | 66 MILLION PEOPLE  |

- IN THE JEFFERSON COUNTY SCHOOLS WE TEACH MODERN LANGUAGES, WHICH REPRESENT OVER ONE-HALF BILLION OF THE WORLD'S PEOPLE.

ENRICHMENTS! ENRICHMENTS!  
...AND MORE!

The typical sequence of learning a language involves much more than classroom work. At regular intervals students have the opportunity to "try their wings" in a foreign atmosphere, either real or simulated. Here are a few of the extra enrichments that are available to Jefferson County students:

SIMULATED WEEKEND VILLAGES

From Friday through Sunday students live in a small foreign country where they use only the local language. Students are issued passports. They meet dozens of native speakers in cafes, shops, theaters and enjoy the genuine food of the country. Jefferson County foreign language teachers started these immersion camps in 1970 and they have been copied nationwide. They are held from winter through spring.

TRAVEL COURSES

Each year students of all languages have an opportunity to reside in a foreign country for up to two weeks. In addition to extensive travel, the students often live for a week with foreign families who speak no English. French students usually live in the vicinity of Paris; German students have lived in both northern and southern Germany; Spanish students have profited from programs in Spain, several locations in Mexico and Guatemala. Russian students usually travel from Moscow to Kalinin to Leningrad. One program for Latin students visited various cities in both Italy and Greece.

QUARTER ABROAD PROGRAMS

Approved by the Jefferson County Board of Education in 1972, these foreign language experiences for hundreds of our students have been successful in Clermont-Ferrand and Cannes in France, Tehuacán, Guadalajara and Campeche (Yucatán) in Mexico, El Salvador and Costa Rica. Students live with carefully selected families, attend the local school and travel extensively. Students consistently report that the QA Program was the high point of their entire education. Students participate either in February-March (QA<sup>3</sup>) or April-May (QA<sup>4</sup>).

### FESTIVALS OF ALL KINDS

Several local universities annually sponsor foreign language festivals with thousands of enthusiastic participants. They usually offer a kaleidoscope of shops, cafes and competitions ranging from music and dance to academics. Locally most schools have their own international days when a large section of the school becomes a babel of languages and culture. Jefferson County Schools host annual foreign film festivals, choosing the best of contemporary films from abroad. Field trip possibilities are numerous in this area, especially for students of Spanish, French and German.

...So the learning of a second language must seem real to the learner, and Jeffco teachers work hard to bring that reality from the classroom to the world.



# PROGRAM PLANNING FOR THE JUNIOR HIGH SCHOOL STUDENTS

It is important for the junior high school student to develop a three-year program plan in order to include all the requirements as well as to take advantage of as many electives as possible. By spreading the required subjects over a three-year period a student can take advantage of electives, such as foreign languages, which continue over a number of years.

## Sample Plan

### Grade 7

- \* Language Arts (1 cr.)
- \* Math (1 cr.)
- \* Science (1 cr.)
- \* Social Studies (1 cr.)
- Foreign Language (1 cr.)

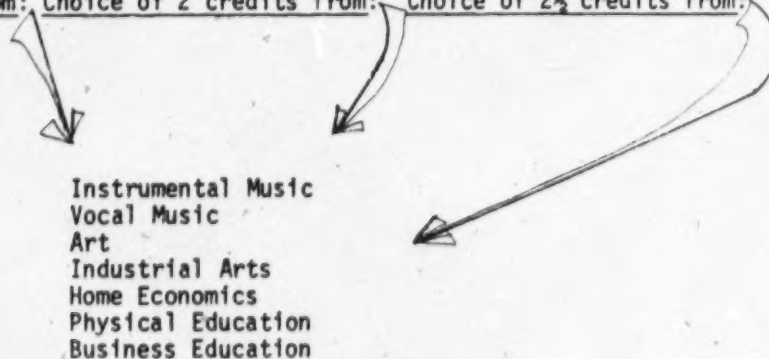
### Grade 8

- \* Language Arts (1 cr.)
- \* Math (1 cr.)
- \* Social Studies (½ cr.)
- \* Physical Ed. (½ cr.)
- Foreign Language

### Grade 9

- \* Language Arts (1 cr.)
- \* Science (1 cr.)
- \* Social Studies (½ cr.)
- Foreign Language

Choice of 1 credit from: Choice of 2 credits from: Choice of 2½ credits from:



### \* Required Junior High School subjects

Most Colorado colleges do not require foreign language credits for entrance. However, the University of Denver and the Arts and Science Department of the University of Colorado do recommend two credits of foreign language for admission. Many colleges require foreign language proficiency levels as part of their graduation requirements and it is a definite advantage to have attained this proficiency during the student's junior high and high school studies.

**REMEMBER:** 80% of all colleges and universities require foreign language either for entrance or exit.

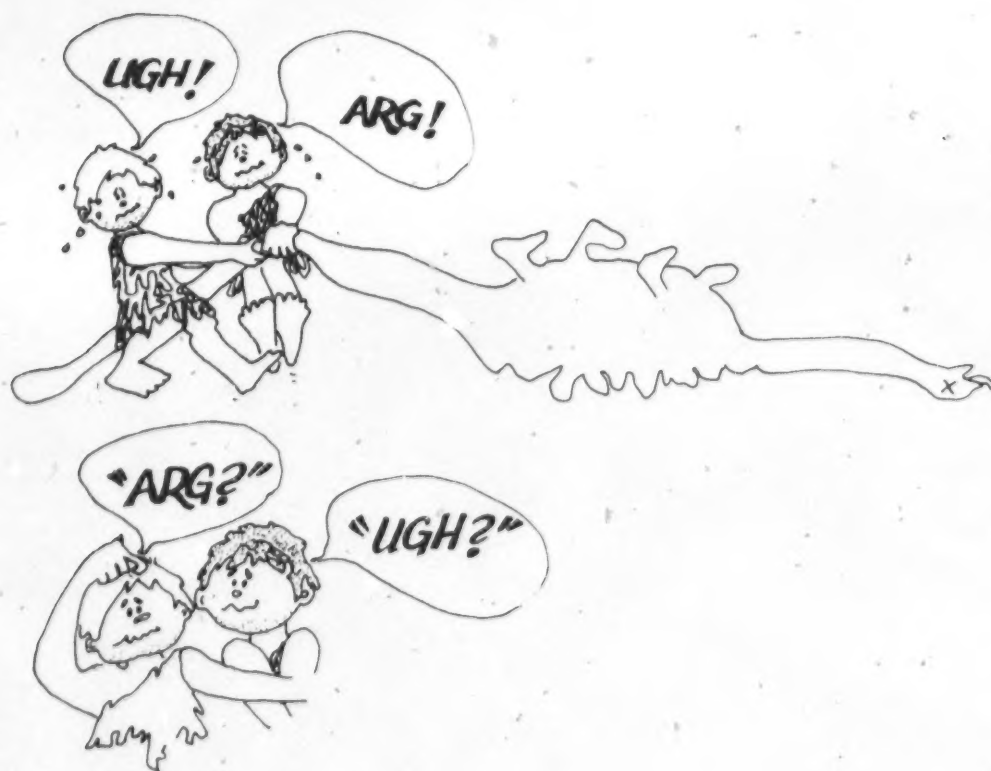
## FOREIGN LANGUAGE AND COLLEGE ENTRANCE

Good preparation for college should include at least:

- 4 units of English
- 2 units of Mathematics (Algebra I and Geometry)
- 2 units of Laboratory Science
- 2 units of Social Studies
- 2 units of Foreign Language

It should be remembered that specific colleges have specific requirements and students should find out what these requirements are through the guidance services at their schools.

It is important for the junior high school student to know that credits for college entrance are evaluated on the basis of grades 9 through 12. This is different from high school graduation credits which include only grades 10-12 in Jefferson County Schools.



FOREIGN LANGUAGE IS BASIC

# WHAT RESEARCH STUDIES SHOW

## ABOUT FOREIGN LANGUAGES AND THE BASICS

| BASIC SKILLS AND ATTITUDES |                                                                                                                                     |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                              |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| ENGLISH VOCABULARY         | Performance of Latin pupils on Iowa Vocabulary subtest was one full year higher than the performance of matched control pupils. (1) | FL teaches context and structural cues to vocabulary. (2)                                                             | FL study increases English vocabulary (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mean gain in vocabulary for FL students was eight months in comparison with control group of six months. (4) |
| READING SKILLS             | FL students score higher in reading achievement: vocabulary, cognitive learning, and total reading ability. (3)                     | Reading Skills improved (11% over control group) where students were taught Latin. (6)                                | Reading skills are shown to be transferable from one language to another. (7)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reading Comprehension improved by 14 months when taught Latin. (8)                                           |
| TRANSFER                   | Reading skills are transferable from one language to another. (7)                                                                   | Speed reading in native tongue has transfer to second language learning. (12)                                         | Students learn inferencing skills and other cognitive processes through FL study. (13)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students learn how languages are related via a comparative study of Romance languages vocabulary. (14)       |
| SELF-CONCEPT               | Travel abroad enhanced student cultural awareness and self concept. (10)                                                            | Attitudes toward self and the native language group were positively correlated with attained proficiency in ESL. (11) | The self concept of control group students was significantly higher for language pupils than non language pupils. (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                              |
| CULTURAL ENRICHMENT        | Survey of pupils, parents, principals and classroom teachers showed the program had wide acceptance and support. (1)                | Bilingual Education opportunities available to monolingual children. (French, Spanish, German) (9)                    | <b>REFERENCES</b><br>(1) Philadelphia report by Masciantonio in <i>Foreign Language Annals</i> , September 1977<br>(2) Massachusetts report by Ratte in the <i>French Review</i> , October 1968.<br>(3) District of Columbia study reported in Masciantonio. (See 1 above.)<br>(4) Los Angeles study by Mandel reported in Masciantonio. (See 1 above.)<br>(5) Research by Landry reported in <i>Modern Language Journal</i> , January-February 1974 and <i>Foreign Language Annals</i> , October 1973.<br>(6) East Hampton study reported in <i>Classical World</i> , April-May 1975.<br>(7) Research by Al-Rufai reported in <i>English Language Teaching Journal</i> , April 1976.<br>(8) Worcester study reported in Masciantonio (See 1 above.)<br>(9) Cincinnati program reported by Met in <i>Foreign Language Annals</i> , February 1974.<br>(10) Weston (CT) report by Hoeh and Spuck in <i>Foreign Language Annals</i> , October 1975.<br>(11) Research by Oller reported in <i>Language Learning</i> , June 1977.<br>(12) Research by Bismoko and Nation reported in the <i>REL C Journal</i> , June 1974.<br>(13) Research by Carlton reported by Hancock in <i>Foreign Language Annals</i> , February 1977.<br>(14) Report by Orwen in <i>Bulletin of the New York State Association of Foreign Language Teachers</i> , March 1978.<br>(15) Report by Serisky in <i>Curriculum Trends</i> , February 1978.<br>(16) Report by Politzer in <i>International Review of Applied Linguistics</i> , August 1965. |                                                                                                              |
| CREATIVITY                 | International Baccalaureate provided to gifted students in public high schools. (15)                                                | Students scored significantly higher on tests of creativity (figural fluency and figural flexibility). (5)            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                              |
| COMMUNICATION SKILLS       | FL study develops pupil's auditory discrimination and memory. (2)                                                                   | FL courses which emphasize grammar as a process or method of transferring shed light on native language grammar. (16) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                              |

KEY: Numbers refer to references identified at the right. Please consult references for further information on each citation.

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"Too much concentration on the Three R's may result in too little attention to other important basic subjects: science, foreign languages, and the arts in particular." (George Weber, Associate Director, Council for Basic Education)

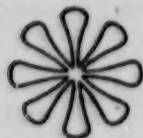
"Today, the practical value to Americans of foreign languages is greater than ever — in business, government, and services in the growing global community." (Council for Basic Education Bulletin, December 1977)

"While we recognize the national centrality of such languages as English and mathematics in cries of 'Back to the Basics,' we too often forget that instruction in foreign languages is basic to involvement in a larger world. Access to foreign language study is imperative for American students." (Ward Hellstrom, President, Florida Association of Departments of English)

"The four basics are: coping skills, character or social development, citizenship, and private realization." (Arthur W. Foshey, Teachers College, Columbia University)



IT PAYS TO SPEAK ANOTHER LANGUAGE !



## THE APTITUDE "TEST"

THE "TEST" ON THE FOLLOWING PAGES IS INTENDED FOR FUN. WHILE IT IS NOT A RESEARCHED DOCUMENT, MOST OF THE QUESTIONS RELATE TO THE KNOWN CHARACTERISTICS OF GOOD LANGUAGE LEARNERS.

IF YOU MIGHT LIKE TO GIVE IT TO A GROUP, PLEASE REMOVE THESE PAGES AND DUPLICATE WITH THE USE OF A THERMOFAX DITTO.

WILL YOU PROBABLY BE SUCCESSFUL LEARNING  
A FOREIGN LANGUAGE?...A QUICK TEST

- ...With 8-10 'yes' answers - probably a good language student  
...With 11-15 'yes' answers - likely to be a super learner  
...With 16-20 'yes' answers - fabulous! Sign up! Go, go, go!

1. Do you remember eating some foreign food for the first time and liking it? \_\_\_Yes \_\_\_No
2. Have you ever read a book or magazine with foreign words mixed with English and wondered what they meant? \_\_\_Yes \_\_\_No
3. Do you hear foreign people speaking on television and wonder about the way they speak and what they're saying? \_\_\_Yes \_\_\_No
4. Do you like to listen to people, especially if they speak differently than you do? \_\_\_Yes \_\_\_No
5. Have you ever tried to imitate a foreign accent? \_\_\_Yes \_\_\_No
6. Is there any foreign place that especially interests you? And do the people probably speak another language there? \_\_\_Yes \_\_\_No
7. Do you like to figure out puzzles of any kind? \_\_\_Yes \_\_\_No
8. Have you already started to think of what you might become, your career? \_\_\_Yes \_\_\_No
9. Are the sounds of the following languages especially interesting to you? German - French - Spanish - Russian? \_\_\_Yes \_\_\_No
10. Do you think of yourself as one who likes to take chances - a risk? \_\_\_Yes \_\_\_No
11. Have you ever pretended you're somebody else? \_\_\_Yes \_\_\_No

ARE YOU WILLING  
TO TAKE  
RISKS?



HAVE YOU EVER PRETENDED YOU'RE  
SOMEONE ELSE?

12. Have you ever liked codes, maybe your own special language code? ☐ Yes ☐ No
13. Are you aware of any foreign background in your family's past? ☐ Yes ☐ No
14. Do you like to hear yourself saying different sounds? ☐ Yes ☐ No
15. Do you like to learn the words to songs? ☐ Yes ☐ No
16. Do you like to guess when people present a problem or question you never heard of? ☐ Yes ☐ No
17. Have you ever met or heard somebody who spoke another language and been really fascinated? ☐ Yes ☐ No
18. Do you believe in saving - preparing for the future? ☐ Yes ☐ No
19. Do you like to meet new people? ☐ Yes ☐ No
20. Do you like new situations, new experiences? ☐ Yes ☐ No



DO YOU BELIEVE IN SAVING?